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ABSTRACT

The Human Resources Center in Pontiac, Michigan is an educational institution designed to help develop talents and human potential frcm early childhood through adulthood. The Center offers a new approach to the problems of urban communities through comprehensive planning; education is made to serve a broader role than it has in the past. Surrounding the schools, various areas are being redeveloped. The Center itself is conceived of as achieving integration through usage; eventually it will serve approximately 2,100 students from its immediate area, and also provide educational programs for many others on a city-wide basis. This demands a radical reorganization of the school system's traditional approaches to curricula, teacher-aid technologies, and school architecture. In addition to innovative educational programs, the Center will offer cultural, auditorium, and exhibition facilities to Pontiac city; in-service training programs for Pontiac's educators; adult education; community services in health, welfare, and family counselling; facilities for pre-school programs; and, civic activities. In February 1970, ground for the Center was broken. (Author/JW)

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# HUMAN RESOURCES CENTER

## Pontiac , Michigan



## Providing for people . . .

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# THE HUMAN RESOURCES CENTER: AN INNOVATION IN EDUCATION

ED 048425

"If we can bring white and black parents and their children together in one setting with fully enriched educational, social, and recreational programs, there should be a potential environment to improve the total living of residents in that quadrant of the inner city."

"Human beings have an almost unlimited potential for growth, for learning, and for self-improvement throughout most of their lives. It is to assist in this life-long development of human talent and human potential that the Human Resources Center concept was born."

Dr. Dana P. Whitmer, Superintendent
School District of the City of
Pontiac, Michigan

## Providing for Human Potential

The Human Resources Center is an educational institution designed to help people develop their talents and human potential throughout their lives. Services and programs in the Center will be carried on for children in their preschool years, children in their elementary school years, out-of-school youth, and adults throughout their lifetimes.

Urban centers are becoming seriously divided by race, income and class. The concept of the Human Resources Center as developed in Pontiac offers a unique approach to problems of our urban communities. This new kind of educational center is intended to deal with needs through comprehensive planning. Recognizing that the public school system is only one agency concerned with human needs, it is nevertheless asserted that education can serve a much broader role than it has in the past.

The Pontiac City Government and the School District of the City of Pontiac are working together to stimulate community pride and interest which would assist in the development and maintenance of an attractive residential area. Plans include a concentrated educational effort on the part of the schools and service agencies, and physical rehabilitation of the area through the city government in conjunction with fundable projects under the Department of Housing and Urban Development. The Pontiac Area Planning Council supported the development of these cooperative plans.

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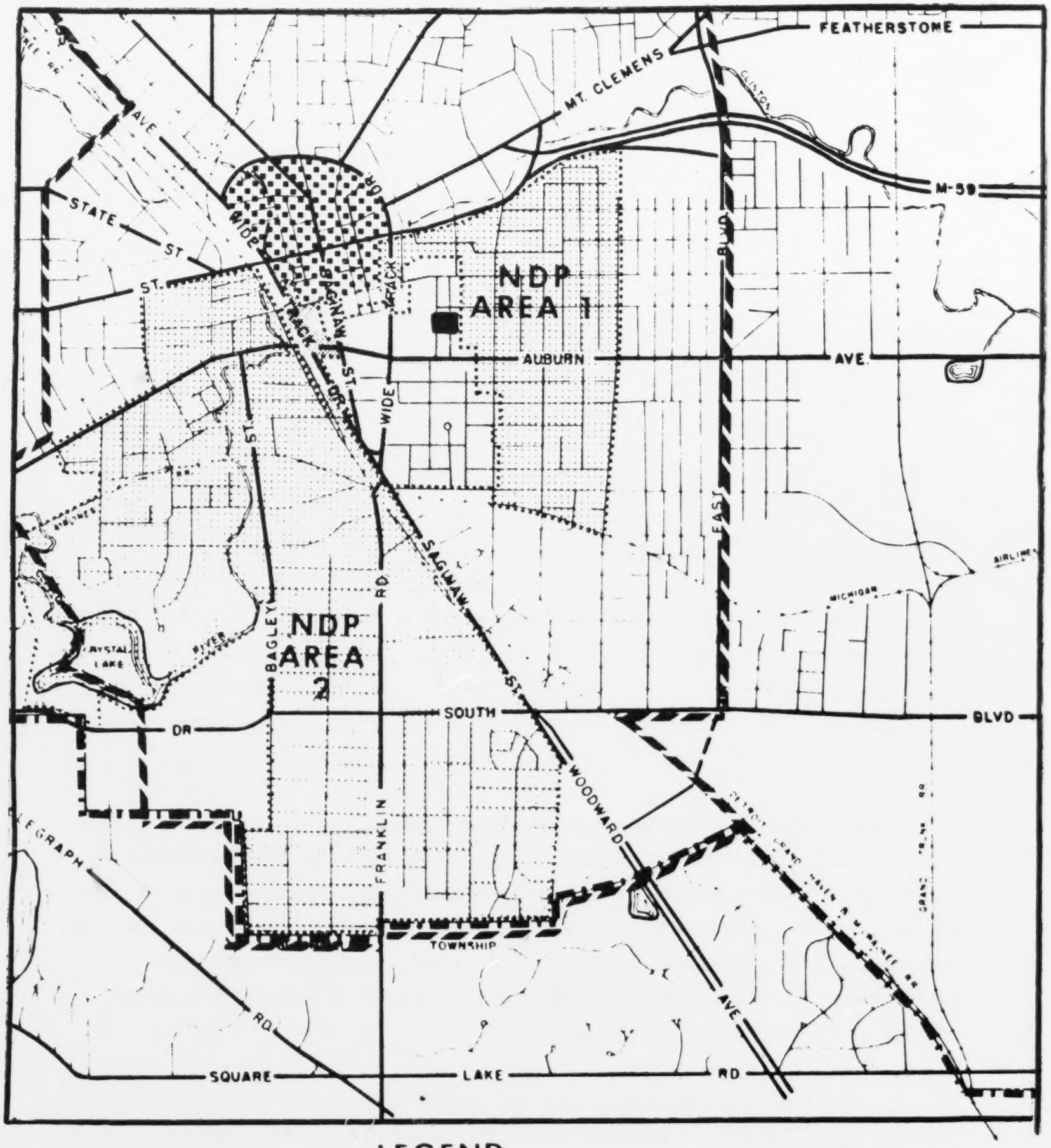



## LEGEND

MICHIGAN R 20

MICHIGAN R44

CITY LIMITS

CENTRAL BUSINESS DISTRICT

EXISTING MAJOR THOROUGHFARES

**HUMAN RESOURCES CENTER**

PROPOSED MAJOR THOROUGHFARES

TARGET AREAS IDENTIFIED BY THE ECONOMIC OPPORTUNITY COMMITTEE

This cooperatively evolved Neighborhood Development Plan has been established for two areas. Area I is generally east of the Center and Area II is southwest of the business district of the city. The areas for redevelopment were selected on the basis of the number of structures that could be rehabilitated rather than cleared.

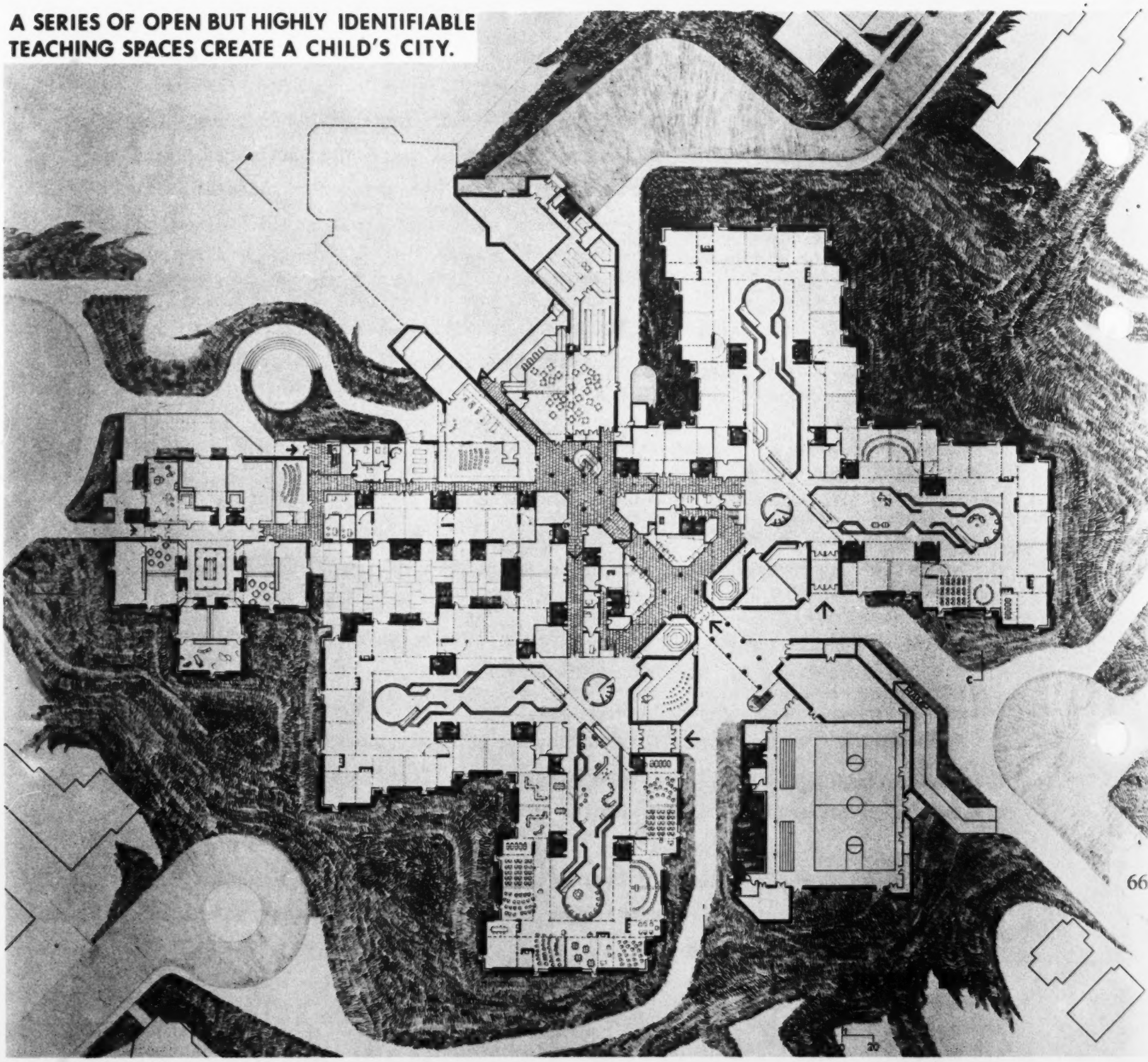
Urban Design Associates of Pittsburg, Pennsylvania were selected to do the demographic studies that led to site selection. They also provided the architectural services for the Center.

With the assistance of Urban Design Associates, an application for funds was prepared and submitted to Housing and Urban Development in March, 1970. This would provide money for rehabilitation, spot clearance, relocation services, street improvement, and adding to and improving existing recreation areas. The program, when funded, provides that the area plan must be at least 80% completed within one year. This schedule coincides almost exactly with completion plans for the Human Resources Center.

The Center is conceived of as achieving integration through usage, being based on the broadest possible range of community interests, needs and facilities. It is intended that this Center will eventually serve approximately 2,100 students from its immediate area as well as provide educational programs for many others on a city-wide basis. It will utilize advanced techniques of instruction and organization, permitting adaptation to the widest possible range of ability, interest and progress.

Objectives of this kind demand a radical reorganization of the school system's traditional approaches to its educational goals, curricula, teacher-aid technologies, and to school architecture. In addition to innovative educational excellence, the Center will offer cultural, auditorium and exhibition facilities to the City; in-service training programs for Pontiac's educators; adult education; community services in the areas of health, welfare, and family counselling; facilities for pre-school programs; and facilities for inter- and intra-community civic activities.

**A SERIES OF OPEN BUT HIGHLY IDENTIFIABLE TEACHING SPACES CREATE A CHILD'S CITY.**



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Providing for a "Child-City"

The Human Resources Center will occupy 14 acres near the business-center of the city. Ground was broken on February 1, 1970 and completion is scheduled for the Fall of 1971. A Citizen's Finance Committee promoted a successful operating millage and bond issue in 1968 which is providing funds for the greater portion of the building. This group was organized and acted on a city-wide basis to bring the message of school needs to the Pontiac community. At a time when school finance issues were being examined critically, this acceptance of millage showed the interest of the citizens of Pontiac in maintaining a quality educational program.

Total cost of the construction of the Center is $5,417,386.00. Pontiac has received a Neighborhood Facilities grant for $1,110,142.00 from the Department of Housing and Urban Development for adult and dual use facilities incorporated in the Center. The Michigan legislature cooperated by passing a special bill allowing, for the first time, a local district to accept directly Federal funds for the construction of a portion of a building.

Architecturally, the key to the Center is the pedestrian street. The street connects the Center with the city, its commercial areas and civic center, and with the residential neighborhoods in the eastern quadrant of the inner city. To blend into the neighborhood and avoid an institutional appearance, the Center will have uneven roof lines, staggered periphery, broken walk lanes, and a variety of spaces.

Teaching areas will be arranged along the sides of centrally-located materials centers. Teaching activities will range from conferences between a child and a teacher to discussions for up to 100 pupils. Spaces will be varied, some enclosed and private, others open and communal. Instructional areas will be wired for closed circuit television.

Providing for Full Use of Facilities

Planning a Center that emphasizes community education requires the inclusion of some special facilities particularly intended for community use and some dual use facilities. In the former category would be an adult community room with kitchen, an adult library, adult classrooms, health clinic, office area for Community School Directors and Liaison Workers, nursery room, preschool room, and auxiliary offices.

Dual use is planned for areas such as arts and crafts room, woodworking and metals room, homemaking room, upper elementary classrooms, cafeteria, gymnasium, outdoor picnic-park area, and parking and traffic pick-up areas.

Interior areas will be air conditioned for summer use.

Providing for a Full-Range of Services

County and United Fund agencies who provide medical, dental, mental health, case worker, legal aid and child guidance services will be provided office space and will staff the facility at regularly scheduled times.

The Adult Education Department of the school district will offer free Basic Education and High School Credit Classes. College credit programs from Oakland Community College and Oakland University will be offered on a fee basis.

The City Parks and Recreation Department will offer a free recreation program to youth, and programs to adults on a fee basis. Such Pontiac City Services as the Youth Department, Human Relations Committee, Police Department, Library, and Health Department have been contacted and plan to participate. The local office of Economic Opportunity has endorsed the concept and will participate in many phases of the program to be offered to the community.

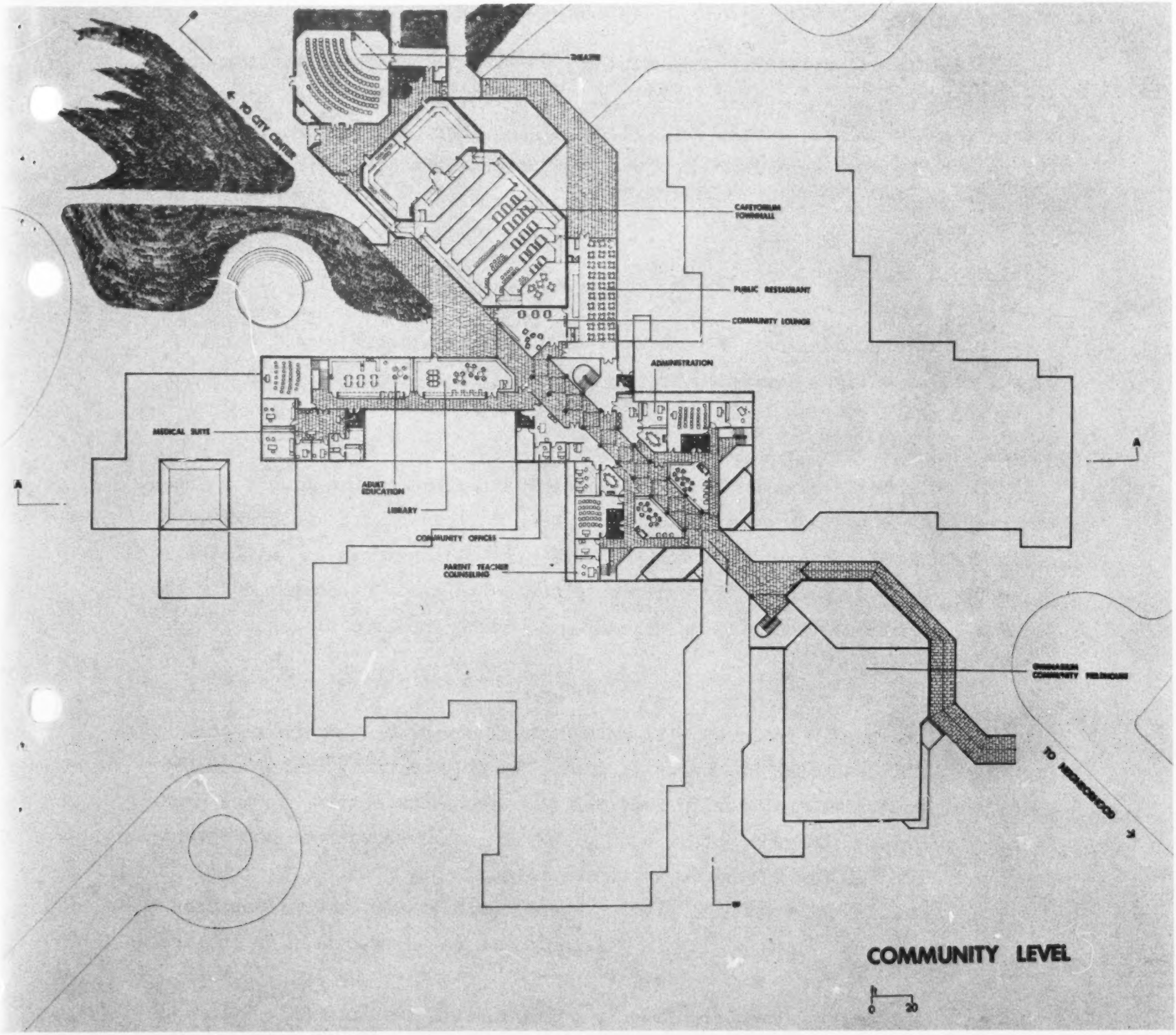
The Pontiac Press, local daily newspaper, has given support to planning activities through printed coverage and will continue to publicize the programs for maximum community involvement.

Oakland University and the Pontiac School District are attempting to interest a foundation in financing a two-way closed-circuit television facility connecting classrooms in the Human Resources Center with College of Education classrooms at the University.

Providing for Community Partnership

The idea of the Human Resources Center was presented to more than 30 city-wide groups including PTA's, service clubs, and professional organizations. Each group was asked for their reactions, suggestions and informal endorsement.

A GLASS-COVERED ROOF STREET LINKING NEIGHBORHOODS TO CITY CENTER IS FOCUS OF COMMUNITY ACTIVITY.




Parents and other adults within the community have been requested to participate as working partners in the total program. Volunteers will be used as tutors, special activity supervisors, homeroom mothers, lecturers, PTA fund raisers, field trip chaperones, library helpers, and pre-school helpers. As funds become available, residents could be employed as clerical aides, technical aides, adult registrars, noon supervisors, playground supervisors, home contactors and after-school study supervisors.

A network of advisory groups will address themselves to activities or concerns of the school and/or community. These could include such things as recreational problems, street repair, social services, student behavior in the neighborhood, educational problems, and programming of afternoon and evening activities.

Providing Meaningful Educational Programs

Only general outlines of programs are available at this time. Details of curriculum will be developed by the members of the Human Resources Center staff and Advisory Groups.

Pre-school and Kindergarten - An important feature of the plan for these children is the assignment of teachers to work half days with kindergarten children and half days with three- and four-year-old children and with their parents. Half of the teachers will be scheduled to teach kindergarten in the morning and half of them will be scheduled to teach sections of kindergarten in the afternoon.

The kindergarten children will be taught in classrooms in the school. Pre-school children will be taught in groups in the community using volunteer assistance with some instruction provided in a classroom setting in the Human Resources Center. One-way observation glass will be used between the Parent Education Room and the Pre-kindergarten classroom. The program for three- and four-year-old children will place a strong emphasis on parent education directed toward assisting adults in developing learning readiness in children.

Upper and Lower Elementary Schools - The Lower Elementary School is being planned and equipped to accommodate six, seven- and eight-year-old children and the Upper Elementary School to provide for the nine, ten- and eleven-year-olds. Given children may require less than three years to complete their experiences in either one of these schools. Some girls and boys may require a longer period of time. The Lower Elementary School will enroll a few educationally superior five-year-old pupils. Also, it is anticipated that some educationally immature children who are twelve years of age will be continuing their studies in the Upper Elementary School.

Appropriate placement of pupils will receive considerable attention. A sequence of learning will be established for each academic area of the curriculum. All children entering the school from other established schools will be appropriately placed through the use of diagnostic tests, teacher observation and cumulative data. Placement will not be based upon reading achievement alone. Rather, a given child may find himself placed in one group for reading, another for math, etc. True individualization of instruction, based upon the pupil's successes rather than his failures, will be the keystone of the program.

Continuous individual progress will supplant graded promotion and retention. The month of June will no longer be a time when all children experience promotion. Teachers will promote individual children to the next levels of learning at any time during the year that the pupil demonstrates such readiness. We will eliminate the "lock-step" one-grade-per-year plan.

Providing Support for Personnel

The school guidance program is one of the pupil personnel services offered by the school system to assist the teachers and other staff members in helping boys and girls develop their greatest potential as individuals and as learners. One elementary counselor is recommended to meet the needs of the Lower Elementary SChool and one will be required for the Upper Elementary School.

The school social work program assists teachers and other school staff members in an understanding of pupils and gives help to those pupils who are not profiting from the school program. The school social worker is concerned with such pupils of all ages as are having difficulty in personal and social adjustment in school, home and/or community. It is anticipated that the active case load and total number of students will justify the assignment of one school social worker, serving half time in the Lower Elementary School and half time in the Upper Elementary School.

The school psychologist has major responsibility for the study of pupils referred as candidates for mentally handicapped programs. He also serves in a consultant capacity to the school staff. It is anticipated that a school psychologist would spend approximately one-half of his time in the Human Resources Center.

LOWER ELEMENTARY

ADULT STUDY CENTER

UPPER ELEMENTARY

ADMINISTRATION

COMMUNITY OFFICES

FACULTY DINING
PUBLIC RESTAURANT

PRE-SCHOOL KINDERGARTEN

THEATRE

GYMNASIUM
COMMUNITY FIELDHOUSE

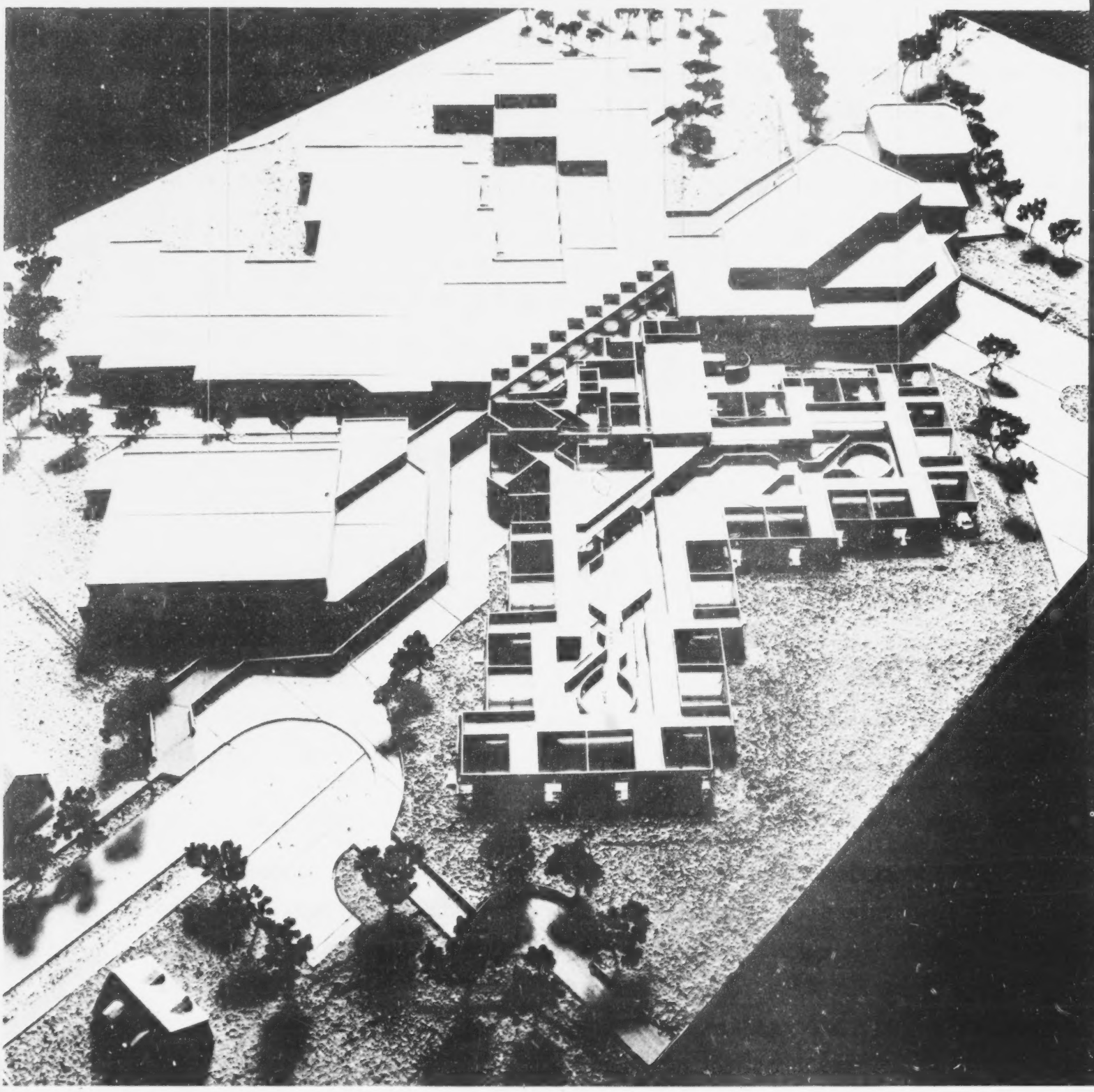
PARENT TEACHER
COUNSELLING

MEDICAL
SUITE

COMMUNITY
LOUNGE

CAFETORIUM
TOWN HALL

PEDESTRIAN
STREET



The school health services are an integral part of the total education program, and as such health is considered in all its aspects - physical, mental, emotional and social. The school nurse is a health consultant and a resource person to students, parents and teachers in coordinating health projects and developing programs through health education. A full-time nurse is recommended for the Human Resources Center to divide her time equally between the Lower Elementary and the Upper Elementary Schools.

Providing for Exceptional Children

Four classrooms for the educable mentally retarded will be located in the Human Resources Center. Each child will be given the individualized instruction, emotional support, and social acceptance he needs to succeed. The educational program will extend into the summer months and a pre-school program for these children will be established.

The Human Resources Center should support at least one full-time speech correctionist. Children served will receive an average of one hour per week instruction either in a small group or on an individual basis.

Two classrooms for the emotional handicapped are recommended. The class load should not be more than ten certified children with an age range of no more than four years.

There will also be programs for those children who have a perceptual handicap. These children have normal or potentially normal intelligence, but are educationally retarded because of a perceptual problem.

The teacher-counselor program is designed to serve children who are not so severely physically handicapped as to require special class placement but need part-time special teaching and counseling in order for them to succeed in their regular classes.

Providing for Special Talents

The programs suggested here are examples of activities which will serve to offer sophisticated instruction to superior students and at the same time encourage pupils and parents from all areas of the school district to use and enjoy the facilities available at the Center:

Talented Young Artists Program
Talented Young Musicians Program
Gifted Young Mathematicians Program
Gifted Young Scientists Program

It is planned that the regular Pontiac elementary summer school be conducted at the Human Resources Center.

After-school programs can include such student groups and organizations as Scouting, Campfire Girls, 4-H, Toastmaster's Club, Science Club, Toastmistress' Club, Safety Patrol, Service Squad, Student Council and Library Club.

Providing In-Service Activities for School District Staff

An information session for all elementary school personnel interested in the Human Resources Center is planned for the Fall of 1970, approximately one year before the Center is scheduled to open.

Pontiac classroom teachers will be encouraged to visit classrooms in the Human Resources Center. Center personnel may serve as resource people for staff meetings at various elementary schools in the district. Research and experimental information will be made available to teachers and administrators throughout the school system. Pontiac elementary school principals will be encouraged to visit the Center periodically to observe the various programs and assess for themselves the success and/or failures of the project. They will be encouraged to introduce into their own schools the programs and methods which they judge to be successful.

Teachers in Pontiac will be encouraged to bring children to the Center to share some educational experiences with Center children of the same age. This will expose children from various sections of the city to the fine facilities and programs of the Center. It should serve to encourage children and parents to wish to be a part of this community.

> "In three more decades 1.5 million people will swarm over the Pontiac area. The city can be the axis of their activities, their promise of a quality life, the marketplace where they receive the things they want in exchange for their energies and talents. Or it can sit in apathy and let the human tide wash it into oblivion in favor of new or more active communities. Pontiac has already made its choice."
>
> William W. Chase
> "Design for Regenerating a City"
> American Education
> March, 1970 Page 9

NOTE: Photographs and drawings courtesy of Urban Design Associates

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Additional copies of this booklet may be obtained by writing, or calling:

Office of School-Community and Human Relations

350 Wide Track Drive, E.

Pontiac, Michigan 48058

Telephone: 338-9151 Extensions 217 and 218

JOHN F. PERDUE, DIRECTOR

HUMAN RESOURCES CENTER

General Job Functions (Unofficial)

Supervisor of Community Services

The Supervisor of Community Services shall provide leadership and coordination for all programs designed to serve the needs of residents of the Human Resources Center area. The major areas of responsibility shall include the following:

1. The involvement and participation of parents in the regular instructional program for students.

2. The provision of after-school, weekend, and summer educational and recreational activities for students.

3. The provision of educational and recreational activities for adult residents.

4. The coordination of agency services to residents.

5. The facilitation of the improvement of the physical environment of the community through coordination with appropriate public and private organizations.

6. The provision of services and facilities to school and community groups.

7. The supervision and scheduling of all groups utilizing Human Resources Center facilities during hours other than the regular school day.

8. The coordination of regular communication to residents and the larger community concerning Human Resources Center activities and matters of general information.

9. The coordination and scheduling of outside groups and individuals desiring to visit the Human Resources Center.

10. The coordination of volunteer services.

The Supervisor of Community Services shall coordinate with but not have direct responsibility for the regular instructional program and the program of early childhood education. He/she shall perform an administrative function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationship with other administrative positions within the Human Resources Center. He/she will report directly to the Director of the Human Resources Center. Under the supervision of the Director, the Supervisor of Community Services shall assist in the selection and evaluation of the performance of community school directors, liaison workers, and other personnel employed in the community services program.

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General Instructional Leader

The General Instructional Leader shall provide leadership and coordination for the basic instructional program in the lower and upper elementary schools of the Human Resources Center. The major focus of this responsibility shall be to supervise the teaching teams in curriculum, teaching methodology, in-service education, and diagnosis and prescription of learning in the basic subject areas (reading, language arts, mathematics, social studies and science).

The General Instructional Leader shall coordinate with but not have direct responsibility for the instructional program in special education, kindergarten and pre-school education, pupil personnel services, adult education, or the special curriculum areas (music, physical education, arts and crafts and vocational education).

The General Instructional Leader shall perform an administrative function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationships with other administrative positions within the Human Resources Center. He/she will be directly responsible to the Principal of the Lower Elementary School and the Principal of the Upper Elementary School for the conduct of instruction. Under the direction of the principals, the General Instructional Leader shall assist in the selection and evaluation of the performance of team leaders, teachers, teacher assistants, and student teachers in the conduct of instruction.

Supervisor of Early Childhood Education

The Supervisor of Early Childhood Education shall provide leadership and coordination for all programs designed to serve kindergarten and pre-school children and their parents in the Human Resources Center area. The major focus of this responsibility shall be to supervise kindergarten and pre-school teachers and teacher assistants in curriculum, teaching methodology, in-service education, diagnosis and prescription of learning and organization of the program. In addition, he/she shall initiate and facilitate a program of parent education designed to assist parents in providing school readiness activities for their pre-school children.

The Supervisor of Early Childhood Education shall coordinate with but not have direct responsibility for the program for post-kindergarten children, pupil personnel services, or adult education.

The Supervisor of Early Childhood Education shall perform an administrative function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationship with other administrative positions within the Human Resources Center. He/she will be directly responsible to the Principal of the Lower Elementary School. Under the direction of the principal, the Coordinator of Community Services shall assist in the selection and evaluation of the performance of kindergarten and pre-school teachers, teacher assistants and other personnel employed in the early childhood program.

Team Leader

The Team Leader shall be primarily responsible for the instructional program of the children to which the teaching team has been assigned. The major areas of responsibility shall include the following:

1. General supervision of the instructional duties of the master teachers, beginning teachers, interns, teacher assistants and student teachers assigned to the teaching team.

2. Coordinating the team's efforts with other teams and the specialized curriculum areas.

3. Conducting orientation, pre-service, and in-service activities for the teaching team.

4. Conducting weekly team meetings for the purpose of detailed planning, coordination and evaluation.

5. Assisting the team members in becoming actively involved in community activities.

6. Assumes the major responsibility for the diagnosis and prescriptions of all students assigned to the team and assists team members in selecting appropriate learning activities.

7. Designating and delegating duties and responsibilities to all team members.

The Team Leader shall coordinate with but not have direct responsibility for the instructional program in special education, kindergarten and preschool education, pupil personnel services, adult education or the special curriculum areas (music, physical education, arts and crafts and vocational education).

The Team Leader shall perform an instructional function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationships with other positions within the Human Resources Center. He/she will be directly responsible to the General Instructional Leader and the appropriate principal for the conduct of instruction and all matters of performance. He/she will also be responsible to the Program Director of Urban Corps for carrying out the objectives of the Urban Corps Program.

Master Teacher

The Master Teacher shall be responsible for the diagnosis, prescription, conduct and evaluation of the learning activities for the children to which the teaching team has been assigned. The major areas of responsibility shall include the following:

1. Assists the team leader in the orientation and supervision of beginning teachers, interns, teacher assistants and student teachers.

2. Assumes major responsibility for the diagnosis, counseling and placement of students within the instructional program.

3. Conducts demonstration lessons for team members.

4. Conducts individual, small group and large group instruction as a member of the teaching team.

5. Participates in daily and weekly team meetings for the purpose of detailed planning, coordination and evaluation.

6. Participates in community activities and in the interpretation of the instructional program and pupil progress to parents.

7. Assists in the development and improvement of curriculum and instructional strategies.

8. Works cooperatively with the librarian and/or media specialist in the selection and development of instructional materials.

The Master Teacher shall perform an instructional function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationships with other positions within the Human Resources Center. He/she will be directly responsible to the team leader and the principal for the conduct of instruction and all matters of performance. He/she will also be responsible to the Program Director of Urban Corps for carrying out the objectives of the Urban Corps Program.

Beginning Teacher

The Beginning Teacher shall be responsible for implementing the prescription of learning activities for the groups of children to which he/she is assigned. As a member of a teaching team, the beginning teacher shall work cooperatively with the team leader, master teachers, interns, teacher assistants and student teachers in developing and conducting appropriate instructional activities for the children assigned to the team. The major areas of responsibility shall include the following:

1. Assists the team leader and master teacher in developing instructional strategies and curriculum improvement.

2. Conducts individual, small group and large group instruction as a member of the teaching team.

3. Participates in daily and weekly team meetings for the purpose of detailed planning, coordination and evaluation.

4. Participates in community activities and in the interpretation of the instructional program and pupil progress to parents.

The Beginning Teacher shall perform an instructional function within the framework of Board of Education policy, administrative procedures and a clear understanding of his/her relationships with other positions within the Human Resources Center. He/she will be directly responsible to the team leader and the appropriate principal for the conduct of instruction and all matters of performance.

## GENERAL PLAN FOR CURRICULUM ORGANIZATION

The curriculum for the Human Resources Center will be designed in terms of identified objectives based upon a sequential continuum. These objectives will be taught through a multi-media, multi-method approach relative to the individual needs and characteristics of the learner.

The children will be pretested in the Spring of 1971 and a profile summary of this test data will be available for initial placement during the Summer, 1971.

The following is an example of how the instruction could be done. In the example the various strategies of body motion, manipulation, pencil and paper, verbalization and one-one correspondence can be identified.

### General Objective

Given 2 two-digit whole numbers the student can find the sum.

### Specific Objectives

1. Given 2 two-digit whole numbers of mulitples of ten, the student can find the sum.

2. Given 2 two-digit whole numbers which do not involve regrouping, the student can find the sum.

3. Given 2 two-digit whole numbers with regrouping, the student can find the sum.

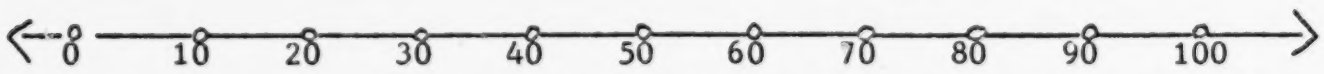
### Strategies for Objective #1

1. Have pupils count by 1's to 10 and then by 10's to 100 as the teacher writes the numerals..

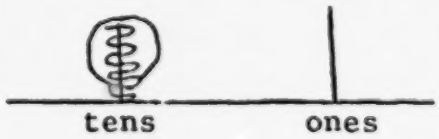
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

2. Join sets of concrete objects such as bundles of 10 straws.

3. Use numberline on floor. Children walk up and down numberline as they count by 10's.




4. Pupil manipulates an abacus using the beads on the ten's wire with no ones.




20
+40
60

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5. Write problems in both vertical and horizontal form.

2 tens + 4 tens = 6 tens

| | |
|---|---|
| 2 tens | 20 |
| +4 tens | +40 |
| 6 tens | 60 |

Evaluation

1. $\begin{array}{r} 30 \\ +60 \\ \hline \end{array}$ 2. $\begin{array}{r} 50 \\ +40 \\ \hline \end{array}$ 3. $\begin{array}{r} 40 \\ +20 \\ \hline \end{array}$ 4. $\begin{array}{r} 70 \\ +20 \\ \hline \end{array}$ 5. $\begin{array}{r} 40 \\ +50 \\ \hline \end{array}$

6. 30 + 40

7. 50 + 20

8. 30 + 60

9. 50 + 30

10. 10 + 80

Strategies for Objective #2

1. Pupils use dimes and pennies to find the sum of problems like 21 and 35.

2. Have pupils use individual numberline to solve problems like the following:

$\begin{array}{r} 13 \\ +15 \\ \hline \end{array}$ $\begin{array}{r} 23 \\ +12 \\ \hline \end{array}$ $\begin{array}{r} 34 \\ +21 \\ \hline \end{array}$

3. Use expanded notation to solve the following:

$\begin{array}{r} 35 \\ +24 \\ \hline \end{array}$

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 tens | + | 5 ones | = | 30 + | 5 | |
| +2 tens | + | 4 ones | = | 20 + | 4 | |
| 5 tens | + | 9 ones | = | 50 + | 9 | = 59 |

4. Develop the 3 step vertical algorism, writing down the ones' step and the tens' step on separate lines.

$\begin{array}{rl} 23 & = (20 + 3) \\ +45 & = (40 + 5) \\ \hline 8 & \leftarrow (3 + 5) \text{ Add the ones} \\ 60 & \leftarrow (20 + 40) \text{ Add the tens} \\ \hline 68 & (60 + 8) \text{ Add the ones and tens} \end{array}$

5. Develop the standard algorism and have student practice.

$\begin{array}{r} 52 \\ +23 \\ \hline \end{array}$

$\begin{array}{rl} 5 & \leftarrow (2 + 3) \\ 70 & \leftarrow (50 + 20) \\ \hline 75 & \end{array}$

Short Way

$\begin{array}{r} 52 \\ +23 \\ \hline 75 \end{array}$

Evaluation

1. 10 + 12
2. 12 + 13
3. 21 + 25
4. 34 + 44
5. 43 + 52

6. $\begin{array}{r} 14 \\ +52 \\ \hline \end{array}$

7. $\begin{array}{r} 15 \\ +43 \\ \hline \end{array}$

8. $\begin{array}{r} 24 \\ +33 \\ \hline \end{array}$

9. $\begin{array}{r} 37 \\ +22 \\ \hline \end{array}$

10. $\begin{array}{r} 48 \\ +50 \\ \hline \end{array}$

Strategies for Objective #3

1. Use flannel board and combine sets of objects (such as 16 red squares and 17 gray squares) to demonstrate the problems to be learned.

2. Have student manipulate counters on an abacus or bundles of sticks to show regrouping.

$$\begin{array}{r} 24 \\ +38 \\ \hline \end{array} \qquad \begin{array}{l} 20 + 4 \\ \underline{30 + 8} \\ 50 + 12 \\ (50 + 10) + 2 \text{ or } 62 \end{array}$$

3. Develop a three-step algorism writing down the sum of the ones, then the tens.

$$\begin{array}{r} 25 \\ +49 \\ \hline 14 \leftarrow (5 + 9) \\ 60 \leftarrow (20 + 40) \\ \hline 74 \leftarrow (14 + 60) \end{array}$$

4. Develop the standard algorism and have student practice.

$$\begin{array}{r} 68 \\ +16 \\ \hline \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 68 \\ 16 \\ \hline {\scriptstyle 4} \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 6 \\ 1 \\ \hline 8 \end{array}$$

Write down the 4 (of the 14) in the ones' place. Write the 1 ten above the other ten. Then add all three numbers in the tens place.

1 + 6 + 1 = 8

5. Use tape recorder for oral presentation of problems. Students work mentally recording only answers on paper.

Ex. "Add 6 plus 7 plus 10"

Evaluation

| | | | | |
|---|---|---|---|---|
| 1. 15<br>+16 | 2. 24<br>+16 | 3. 45<br>+16 | 4. 34<br>+29 | 5. 53<br>+47 |
| 6. 68<br>+47 | 7. 73<br>+68 | 8. 58<br>+79 | 9. 87<br>+27 | 10. 99<br>+89 |

HUMAN RESOURCES CENTER

## Early Childhood Education

The Early Childhood Education wing of the Human Resources Center will accommodate twelve sections of Kindergarten children, demonstration pre-school classes, workshops for mothers of pre-school and kindergarten children, nursery service for children whose mothers are attending workshops or observing and a special education class for very young handicapped children. Up to twelve teachers will be employed by the Pontiac School District to instruct Kindergarten classes on a half day basis and to work in the neighborhood with mothers and their three and four year old children the other half day.

A major emphasis in this program will be on the training of parents in developing learning readiness in children. Among activities constituting the workload of teachers serving three year old children will be screening boys and girls for health defects, recommending likely candidates for psychological testing, orientation of parents to the pre-school program, instructing parents regarding home activities that develop learning readiness and assisting in other ways which can facilitate the transition to the school and its programs.

More time will be devoted to the program for four-year-olds than for age three children. In addition to including all the same activities listed for three-year-olds and their mothers, teachers will assist the parents in organizing small groups of four-year-olds to be instructed in homes, churches, etc.

Volunteer paraprofessionals will be used as leaders. Some instruction will be given in the Pre-Kindergarten classroom at the Human Resources Center. Nursery service will be provided while mothers participate in an intensive workshop program of parent education in the HRC classroom designed for this purpose.

The U.S. Office of Education has funded Oakland University for a Graduate Fellowship Program titled, "Early Childhood Education Program for Trainers of Teachers and Teachers."

Objectives of the program are to enable each participant:

(1) to understand and accept disadvantaged children.

(2) to gain confidence and skill in interacting with parents and community.

(3) to acquire knowledge and develop strategies for improving school policies, resources and classroom instruction.

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(4) to develop deeper self-understanding and commitments essential for effective work with young children; especially those from disadvantaged backgrounds.

Although the Oakland University Early Childhood Education Project is planned to serve all of southeastern Michigan (including Flint, Pontiac and Detroit) the Human Resources Center will be a centrally located laboratory school for training teachers and supervisors of kindergarten and pre-school programs. This is mutually desired because of the history of positive cooperation, proximity to Oakland and the planning that already has taken place.